

Texas Education Agency Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAY 29 PM 12:56 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Cuero ISD	062901	Hunt Elementary		
Vendor ID #	ESC Region #			DUNS #
74-6000647	3			099584971
Mailing address		City	State	ZIP Code
960 E. Broadway		Cuero	TX	77954
Primary Contact				
First name	M.I.	Last name	Title	
Pamela		Longbotham	Assistant Superintendent	
Telephone #	Email address		FAX #	
361-275-1922	plongbotham@cueroisd.org		361-275-8597	
Secondary Contact				
First name	M.I.	Last name	Title	
Bridgette		Cemy	Principal	
Telephone #	Email address		FAX #	
361-275-1971	bcemy@cueroisd.org		361-275-8597	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Micah		Dyer	Superintendent
Telephone #		Email address	FAX #
361-275-1915		mdyer@cueroisd.org	361-275-2981
Signature (blue ink preferred)		Date signed	

Micah A. Dyer
Only the legally responsible party may sign this application.

05/25/18

701-18-112-031

Schedule #1—General Information

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Talent Transformation Model that Hunt Elementary plans to implement will impact French Elementary, the campus paired with Hunt, and with Cuero Jr. High, the campus that Hunt Elementary feeds into. The Talent Transformation Model will afford the opportunity to partner with ESC3 in Victoria who will provide the training and strategies to help increase the leadership quality and instructional staff with the prime purpose of increasing student outcomes.

- Hire an At-Risk Coordinator
- Partner with ESC 3 for professional development and impact coaching
- Establish a student mentoring program

1At-Risk Coordinator

The At-Risk Coordinator will impact an increase in school climate, increase in learning time by reduction of out of class placements due to discipline referrals which in turn can improve students' academic performance.

The At-Risk Coordinator will serve as the campus liaison to resources for at-risk students for academic assistance and support in reading and/or math, for students who need support in interpersonal skills to resolve conflicts with peers/teachers for coping strategies to prevent conflicts, truancy, and/or reduce office referrals. Anger management, coping skills training, social skills training, and progress monitoring for behavioral concerns will be provided. The At-Risk Coordinator will retrain and relaunch the Positive Behavior Interventions and Supports to be proactive and encourage good behavior.

ESC 3 Partnership

Through partnership with ESC3, ESC 3 consultants will provide impact coaching for administrators and teachers, training on Fundamental 5 and instructional rounds. Leadership coaching will lever leadership for principals to use active and reflective coaching based on the needs of the teaching staff identified by a tiered system of teachers similar to the tiers used in an RTI system. Improvement in leadership and teacher effectiveness will lead to increase in academic performance. Student outcomes don't change until adult behaviors change

Train new teachers and refocus returning teachers on Fundamental Five practices, the five practices that teachers will use to improve instruction through lesson framing, working in the power zone, using frequent small group purposeful talk, recognizing and reinforcing, and using critical writing across all content areas.

Train administrators and teachers on instructional rounds as a disciplined way for administrators and teachers to work together to identify high-leverage, high-yield strategies that will make a difference for all students and to improve instruction through classroom observation and improvement strategies. Doing instructional rounds will inform and improve teacher instructional practices and develop learning environments where all students can succeed.

Teacher instruction will improve and change which in turn will benefit students and student outcomes. Through increased effectiveness of instructional delivery, all students groups will improve in their academic achievement. This will be evidenced by student performance data sources such as unit formative assessments disaggregated through DMAC and progress monitoring of core curricular areas. Teacher T-TESS evaluations will improve.

Student Mentoring

The newly hired at risk coordinator will be instrumental in establishing a strong student mentoring program. The at-risk coordinator will reach out to parents, community and business members for participation in the student mentoring program and will provide the training and coordination of the program. The at-risk coordinator will utilize The ABCs of School-Based Mentoring for effective strategies for providing quality youth mentoring in schools.

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The coordinator will collaborate with teachers to ensure that the at-risk students are included in the student mentoring program. The student mentoring program will impact positive effects on students which will impact students personally and academically. Through mentoring students will feel they matter and will be equipped with tools to deal with challenges they may encounter. Result of mentoring will impact student attendance by reducing absenteeism. Additionally, negative behaviors will decrease and out of class placements will decrease; both will improve student attendance and increase student achievement.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Through the Transformation Fund – Implementation Grant, the following plan will be implemented.

Hire and At-Risk Counselor
 Utilize ESC 3 for professional development and instructional coaching
 Establish a student mentoring program
 Increase parent and family engagement activities
 Increase teacher attendance

Teacher instruction will improve and change which in turn will benefit students and student achievement. Through increased effectiveness of instructional delivery, all students groups will improve in their academic achievement. This will be evidenced by student performance data sources such as grades, unit formative assessments disaggregated through DMAC and progress monitoring of core curricular areas. Teacher T-TESS evaluations will improve with teachers advancing to upper levels in T-TESS.

Impact Coaching will benefit leaders, teachers and students. Improvement in leadership and teacher effectiveness will lead to increase in academic performance. Teacher instruction will improve and change positively which will benefit students and student achievement.

Research has shown that instruction can change and students can benefit from effective coaching of their teachers. Several studies have found that teachers who experience high-quality coaching are more likely to enact new teaching practices and apply them.

Student behavior changes when adult behavior changes.

Through student mentoring, students will feel they matter and will be equipped with tools to deal with challenges they may encounter. Result of mentoring will impact student attendance by reducing absenteeism. Additionally, negative behaviors will decrease and out of class placements will decrease; both will improve student attendance and increase student achievement.

The At-Risk Coordinator will be key to new programs (student mentoring) and to increase in student outcomes, teacher attendance, reduction in discipline referrals, increase in parent and community engagement and an improvement in school climate.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$162,300	\$0	\$162,300
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$0	\$30,000
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$0	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$4,000	\$0	\$4,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$206,300	\$0	\$206,300
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$206,300	\$0	\$206,300

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director	0	0	\$0
5	Project coordinator	0	0	\$0
6	Teacher facilitator	0	0	\$0
7	Teacher supervisor	0	0	\$0
8	Secretary/administrative assistant	0	0	\$0
9	Data entry clerk	0	0	\$0
10	Grant accountant/bookkeeper	0	0	\$0
11	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
12	Counselor –At-Risk Coordinator	1	1	\$140,000
13	Social worker	0	0	\$0
14	Community liaison/parent coordinator	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title	0	0	\$0
22	Title	0	0	\$0
23	Title	0	0	\$0
24	Subtotal employee costs:			\$140,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$0
26	6119	Professional staff extra-duty pay		\$15,000
27	6121	Support staff extra-duty pay		\$4,000
28	6140	Employee benefits		\$3,300
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			22,300
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$162,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions) (ESC Partnership)	\$30,000
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$30,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 062901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$0
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 062901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$0
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 062901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	0	N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2		0	0	\$0
3		0	\$0	\$0
4		0	\$0	\$0
5		0	\$0	\$0
6		0	\$0	\$0
7		0	\$0	\$0
8		0	\$0	\$0
9		0	\$0	\$0
10		0	\$0	\$0
11		0	\$0	\$0
66XX—Software, capitalized				
12		0	\$0	\$0
13		0	\$0	\$0
14		0	\$0	\$0
15		0	\$0	\$0
16		0	\$0	\$0
17		0	\$0	\$0
18		0	\$0	\$0
66XX—Equipment, furniture, or vehicles				
19		0	\$0	\$0
20		0	\$0	\$0
21		0	\$0	\$0
22		0	\$0	\$0
23		0	\$0	\$0
24		0	\$0	\$0
25		0	\$0	\$0
26		0	\$0	\$0
27		0	\$0	\$0
28		0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	437	77.21%	
Limited English proficient (LEP)	32	5.65%	
Disciplinary placements	84	15%	
Attendance rate	NA	95.3%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	8	23.4%	
6-10 Years Exp.	7	18.1%	
11-20 Years Exp.	13	26.2%	
20+ Years Exp.	9	28.1%	
No degree	0	0%	
Bachelor's Degree	30	100%	
Master's Degree	7	18.2%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
62	126	135	148	131	151	136	180	140	154	0	0	0	0	1363

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	6	7	7	7	7	7	7	7	7	0	0	0	0	64

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hunt Elementary utilizes a campus planning team comprised of the principal, teachers (regular and special education), district administration, parents, business and community members. This involves all stakeholders. Committees are established and use guiding questions to address these areas:

Attendance

Technology

Demographics

Student Achievement

School Culture and Climate

Family and Community Engagement

Staff Quality Recruitment and Retention

Curriculum/Instruction and Assessment

School Context and Organization

Student, parent, and teacher/staff surveys are conducted with results analyzed

All available data sources (disaggregated STAAR, TELPAS, and TPRI, special programs evaluations, failure lists, report card grades, promotion/retention rates, parent involvement, special student populations, homeless students, discipline referrals, highly qualified staff, teacher turnover rates, students, teachers/staff, parents surveys, staff development, community input) are analyzed with areas of priority determined and needs summarized.

Achievement Results (STAAR)

Grade	Subject	Current	Targeted
3	Math	74%	80%
3	Reading	64%	75%
4	Math	60%	70%
4	Reading	70%	80%
4	Writing	53%	65%
5	Math (after 2 nd admin)	81%	85%
5	Reading (after 2 nd admin)	77%	85%
5	Science	56%	66%

T-TESS results

Distinguished – 0

Accomplished – 12.5%

Proficient – 55%

Developing – 30%

Improvement Needed – 2.5%

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#		How Implemented Grant Program Would Address
1.	Implement proven strategies	Increase quality of leaders and instructional staff which will lead to improved student outcomes
2.	At-risk Coordinator	Will impact both adult and students behaviors which will positively impact student outcomes (increase in attendance, grades, test scores and reduction in discipline referrals)
3.	Implement student mentoring program	This program will train adults to be effective in mentoring students. Will positively impact students which will impact student outcomes (increase in attendance, grades, test scores and reduction in discipline referrals)
4.	Increase teacher attendance	Coaching and at-risk coordinator would provide skills and support to positively impact increase in teacher attendance, reduction in substitute class coverage, and an increase in student outcomes.
5.	Increase parent and family engagement activities	Equip parents with strategies and materials to work their children to help improve achievement

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Schedule #14—Management Plan

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	At-Risk Counselor	To be hired. Teacher certification with Bachelor's Degree (minimum) with Master's Degree preferred. Experience with working with at-risk students. Ability to work closely with teachers, administrators, parents, counselors, and other outside agency personnel to enhance student's school performance and promote social skills with peers and adults.
2.	Campus Principal	Bridgette Cerny, Principal Bridgette Cerny is completing her sixth year as Principal of Hunt Elementary School in Cuero ISD. Ms. Cerny earned a Bachelor of Science degree in Interdisciplinary Studies in 1998 with specializations in Reading and Early Childhood and a Master's Degree in Education Administration in 2011. Ms. Cerny has 20 years of experience in the field of Education, 14 years as an Elementary Teacher and six as an elementary campus administrator. In the 2016-2017 school year, Ms. Cerny was the principal at two elementary schools, one which was in year two of IR. After one year presiding as principal, that campus was no longer IR. Ms. Cerny has been a member of TEPSA since 2012 and currently serves as the Region III TEPSA President.
3.	District	Dr. Pamela Longbotham, Assistant Superintendent Dr. Longbotham is the Cuero ISD Assistant Superintendent of Curriculum & Instruction and Federal Programs Director. Dr. Longbotham has a Bachelor's Degree in Psychology, post graduate in Education, Master's in Education and a Doctorate degree in Education Leadership. Dr. Longbotham has 30 years of experience in education—12 years as an elementary teacher, 2 years as an assistant principal, 7 years as an elementary principal and 9 years as an assistant superintendent. Dr. Pamela Longbotham serves and has served for multiple years as the Cuero ISD District Coordinator of School Improvement. In this capacity, Dr. Longbotham ensures district support for all areas of instruction, academic support, and monitors and addresses district and campus accountability. She is a member of district and campus teams and provides leadership in curriculum & instruction, state assessment, interventions and all aspects of student performance including instructional support and professional development. Dr. Longbotham stays current on federal and state requirements.
4.		
5.		
6.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Reduce number of student discipline referrals	1. Provide cultural diversity training	10/2018	5/2020
		2. Training provided by At-Risk Counselor	9/2018	6/2020
		3. Student mentoring	9/2018	6/2020
		4. Increase in parent contacts	9/2018	6/2020
		5.		
2.	Increase achievement in core areas	1. Impact coaching by ESC3	9/2018	5/2020
		2. PLCs	9/2018	5/2020
		3. Targeted RTI	9/2018	5/2020
		4. Teacher focus groups	10/2018	5/2020
		5. Tutoring with transportation provided	11/2018	4/2020
3.	Student Mentoring	1. Mentor outreach	9/2018	5/2020
		2. Mentor training sessions	10/2018	5/2020
		3. Mentor/student sessions	10/2018	5/2010
		4.		
		5.		
4.	Increase in parent and family engagement activities	1. Literacy activities including dual language	10/2018	5/2020
		2. ESL parent evening sessions	10/2018	5/2020
		3. Continue math/science/reading STAAR sessions	10/2018	3/2020
		4. Coffee with the counselor	9/2018	5/2020
		5. Impact student culture and routines	9/2018	5/2020
5.	Increase teacher attendance	1. Enhance campus teacher/mentor program	9/2018	5/2020
		2. Implement teacher focus groups	11/2018	5/2020
		3. Counseling for teachers	10/2018	5/2020
		4. Team building activities	10/2018	5/2020
		5.		
6.		1.		
		2.		
		3.		
		4.		
		5.		
7.		1.		
		2.		
		3.		
		4.		
		5.		
7.		1.		
		2.		
		3.		
		4.		
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Benchmarks in four core areas every 6-week period; scanned into DMAC, results analyzed in PLCs with plans and strategies identified to address academic needs.

Lesson plans completed after PLC meetings; monitored weekly by admin

Parent contact logs maintained by teachers and submitted to admin every 6 weeks

Parent/teacher conferences – minimum of one face-to-face annually, more as needed. Through telephonically and email.

Positive Behavior Intervention Support – team comprised of one grade level representative, one special education representative, one para, one support teacher, campus counselor and campus administrator. Meet quarterly to discuss behavior, behavior incentives, analyze referrals, RTI behavior plans. Identify the most common behavioral issue and determine strategies to address.

Walkthroughs and feedback; Minimum of one per 6-week with feedback given electronically and in person.

Teacher/Admin conferences: pre and post T-TESS face-to-face conference with teacher and administrator

Campus improvement plan – monitored quarterly or more frequently as needed.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Instructional coaching piloted in 2017-2018; in grant, will have ESC3 provide impact coaching to train leadership and teachers with goal of impacting student progress, using data to drive instruction, increasing learning time, teacher quality and school climate.

Currently utilize PLCs, will continue PLCs and will implement focus groups for progress and feedback on improving academic performance, utilizing data effectively, increasing learning time, and identifying family engagement resources and activities.

Strengthen partnership with ESC3 who previously provided some on- campus training.

Teachers and leadership will maintain open communication, meet with the At-Risk Coordinator at 6-week intervals, and will participate in training provided by ESC3 (sign in sheets and evaluations) and by the At-Risk Coordinator (sign sheets and evaluations).

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Schedule #15—Project Evaluation

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Benchmarks	1.	Results in DMAC
		2.	Analyzed and addressed in PLCs minutes
		3.	Adjusted instruction with increase in student outcomes
2.	Lesson Plans	1.	District Digital File
		2.	Fundamental 5 Components
		3.	Guided questioning for student engagement
3.	Walkthroughs/T-TESS	1.	Documented in DMAC
		2.	Teacher Tiered System
		3.	Teacher focus groups agendas, sign-in sheets, minutes, and evaluations
4.	Student Mentoring Program	1.	Reduction in discipline referrals
		2.	Improvement in student achievement
		3.	At-risk coordinator trainings and activities documented with sign-in sheets, minutes, evaluations
5.	Impact Training	1.	Behavior change in leadership and teachers
		2.	Increase in teacher attendance
		3.	Increase in student outcomes and reduction in discipline referrals
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Benchmark data through DMAC (reading and math every 3 weeks)

3 and 6 week student progress reports

Number of parent activities held, sign in sheet, and evaluation forms

Number of discipline referrals

Number of at-risk counselor/student encounters

Number of at-risk counselor and teacher/staff training sessions with agendas, sign in sheets, and evaluation forms

Student attendance

Staff attendance

Transport/bus behavior referrals

ESC3 Impact Coaching and Professional Development, 2x monthly, with sign in sheets and evaluations.
Lesson plans document strategies

At-risk Coordinator sets up student mentoring program criteria, recruits mentors, establishes mentor schedules and connects mentors with students.

At-risk coordinator trains teachers and staff on empathy, cultural sensitivity/diversity, strategies for working with at-risk students and communicate effectively with at-risk student parents.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs identified from the CNA are:

Improvement in STAAR core content tested areas

Need At-risk coordinator

Mentoring for students

Increase in parent and family engagement

Reduction in teacher absenteeism

Provide professional development through ESC 3 consultants for impact coaching and professional development

Partner with Texas A&M for science (Project LISTO – TAMU funds grant)

Utilize multiple walk through forms to tailor specific academic areas

Implement student mentoring program

Implement dual language family literacy program

Organize Science Extravaganza for STEM

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitor CIP through Plan4Learning 4 times yearly

Complete formative assessment quarterly at a minimum

Follow LEA and EDGAR guidelines

Use funds for activities that support needs of students identified through the comprehensive needs assessment and articulated in the school wide plan. Regular monitoring and evaluation will occur as necessary based on student needs. The campus improvement plan is made available to the public.

The committee comprised of teachers, support staff, parents, community members, business, and campus and district administrators will meet quarterly to complete the formative assessment of the campus improvement plan. The district will monitor plans through the Plan4Learning system and through participation on campus committee.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Selection of ESC3 was made because

1. High quality relevant professional development
2. Proximity to Cuero ISD
3. Accessibility to ESC3 consultants
4. Established rapport

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LEA will align with federal, state, and local resources as required by EDGAR.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The master schedule of the campus will be modified to ensure effective PLC time is allotted.

RTI built in the instructional blocks.

Principal and teacher training with impact coaching

Current instructional coach model – teach ½ day and instructional coach ½ day

Tiering of teachers based on T-TESS, STAAR results, and attendance

Propose a change of practice/staffing change by hiring an At-Risk Coordinator

Follow LEA and EDGAR guidelines

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

Utilizing ESC3 partner for Impact coaching and professional development
Fundamental 5 framework
Use instructional coaches to implement Fundamental 5 framework
Document in lesson plans, administrative walkthroughs, and T-TESS

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Talent Transformation Model that Hunt Elementary plans to implement will impact French Elementary, the campus paired with Hunt, and with Cuero Jr. High, the campus that Hunt Elementary feeds into. The Talent Transformation Model will afford the opportunity to partner with ESC3 in Victoria who will provide the training and strategies to help increase the leadership quality and instructional staff with the prime purpose of increasing student outcomes.

- Hire an At-Risk Coordinator
- Partner with ESC 3 for professional development and impact coaching
- Establish a student mentoring program

1At-Risk Coordinator

The At-Risk Coordinator will impact an increase in school climate, increase in learning time by reduction of out of class placements due to discipline referrals which in turn can improve students' academic performance.

The At-Risk Coordinator will serve as the campus liaison to resources for at-risk students for academic assistance and support in reading and/or math, for students who need support in interpersonal skills to resolve conflicts with peers/teachers for coping strategies to prevent conflicts, truancy, and/or reduce office referrals. Anger management, coping skills training, social skills training, and progress monitoring for behavioral concerns will be provided. The At-Risk Coordinator will retrain and relaunch the Positive Behavior Interventions and Supports to be proactive and encourage good behavior.

ESC 3 Partnership

Through partnership with ESC3, ESC 3 consultants will provide impact coaching for administrators and teachers, training on Fundamental 5 and instructional rounds. Leadership coaching will lever leadership for principals to use active and reflective coaching based on the needs of the teaching staff identified by a tiered system of teachers similar to the tiers used in an RTI system. Improvement in leadership and teacher effectiveness will lead to increase in academic performance

Train new teachers and refocus returning teachers on Fundamental Five practices, the five practices that teachers will use to improve instruction through lesson framing, working in the power zone, using frequent small group purposeful talk, recognizing and reinforcing, and using critical writing across all content areas.

Train administrators and teachers on instructional rounds as a disciplined way for administrators and teachers to work together to identify high-leverage, high-yield strategies that will make a difference for all students and to improve instruction through classroom observation and improvement strategies. Doing instructional rounds will inform and improve teacher instructional practices and develop learning environments where all students can succeed.

Teacher instruction will improve and change which in turn will benefit students and student achievement. Through increased effectiveness of instructional delivery, all students groups will improve in their academic achievement. This will be evidenced by student performance data sources such as unit formative assessments disaggregated through DMAC and progress monitoring of core curricular areas. Teacher T-TESS evaluations will improve

Student Mentoring

The newly hired at risk coordinator will be instrumental in establishing a strong student mentoring program. The at-risk coordinator will reach out to parents, community and business members for participation in the student mentoring program and will provide the training and coordination of the program. The coordinator will collaborate with teachers to ensure that the at-risk students are included in the student mentoring program. The student mentoring program will impact positive effects on students which will impact students personally and academically. Through mentoring.

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students will feel they matter and will be equipped with tools to deal with challenges they may encounter. Result of mentoring will impact student attendance by reducing absenteeism. Additionally, negative behaviors will decrease and out of class placements will decrease; both will improve student attendance and increase student achievement.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Managed Instruction

District's central administration directs all instructional materials and methods; and if the central administration ensures that students experience consistency and quality of instructional delivery across all campuses; then the district, through the central administration, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parent meeting on May 24 at 12:30 at the district Performing Arts Center
 Sharing components of plan
 Hand out index cards for feedback

Feedback received via the index cards: Parents willing to serve as mentors: 6

Parent and Family Engagement Activity Suggestions

Dads Mentoring Program

Safety Program

Simple Healthy Cooking Classes for Parents and Students

Homework Help Classes for Parents

Parent Tutoring

Classes for parents who need help understanding how to help their children with school work

Math and Reading Instruction geared towards teaching parents elementary curriculum (example: Homework workshops to teach parents how the new TEKS are taught)

Writing in a journal

Utilization of an At-Risk Coordinator at Hunt Elementary:

Help with Homework

Mentoring

Home visits to at-risk student homes

Student Activities

Help children who need the additional support at home through home visits

Supporting children at school by eating lunch or attending activities to make the child feel wanted, needed and heard

I would like to see more college ready conversations and presentations

More Field trips available

Teach/model the importance of education for families that don't value education

To make sure our children are safe and taken care of

After grant is awarded, feedback will be elicited quarterly.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 062901

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District's central administration directs all instructional materials and methods; and if the central administration ensures that students experience consistency and quality of instructional delivery across all campuses; then the district, through the central administration, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

Dr. Pamela Longbotham serves and has served for multiple years as the Cuero ISD District Coordinator of School Improvement. In this capacity, Dr. Longbotham ensures district support for all areas of instruction, academic support, and monitors and addresses district and campus accountability. She is a member of district and campus teams and provides leadership in curriculum & instruction, state assessment, interventions and all aspects of student performance including addresses instructional support and professional development. Dr. Longbotham stays current on federal and state requirements.

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By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID:	Amendment number (for amendments only):
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No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	X	X
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 062901	Amendment number (for amendments only):
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No Barriers**For TEA Use Only**

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#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	X	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	X	X
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 062901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 062901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 062901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	X	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 062901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	X	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	X	X
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 062901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 062901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Teacher Absenteeism	<input type="checkbox"/>	X	<input type="checkbox"/>
	Other strategy			
Z99	Lack of transportation for after-school tutoring	X	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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CUERO INDEPENDENT SCHOOL DISTRICT

960 East Broadway
Cuero, Texas 77954
Phone (361) 275-1914
FAX (361) 275-2981

Micah Dyer, Ed.D.
Superintendent of Schools
mdyer@cueroisd.org

Kathy Stanfill
Secretary to the Superintendent
kstanfill@cueroisd.org

May 25th, 2018

Grants Administration Division
Texas Education Agency, 1701 North Congress Ave.
Austin, TX 78701-1494

Dear Grants Committee,

I wholeheartedly express my full support of the 2018-2020 School Transformation Fund – Implementation grant application being submitted. The talent transformation model that Hunt Elementary plans to implement will impact French Elementary, the campus paired with Hunt, and with Cuero Jr. High, the campus that Hunt Elementary feeds into. These grants funds would positively impact over 1,300 students.

The Talent Transformation Model will afford the opportunity the hiring of an at-risk coordinator and the establishment of a student mentoring program. Our at-risk numbers continue to increase and this grant helps to positively impact these very needy students. Utilizing the regional service center as a partner in the grant provides the impact coaching and professional development that will foster improvement in leadership and teacher effectiveness which will lead to increase in academic performance. It's known that student outcomes don't change until adult behaviors change.

I am committed to support all endeavors of this grant in order to accomplish all grant goals.

Sincerely,

For the Children,

Micah A. Dyer, Ed.D.
Superintendent
Cuero ISD
mdyer@cueroisd.org
Office: 361-275-1914

Cuero I.S.D. School Board

B.J. Drehr – President Courtney Moore - Vice President Gerard Gonzales - Secretary
Donnie Garrison Bill Hamilton Beverly Kuecker Mary Sheppard

Dedicated to Education Committed to Excellence

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REGION 3

PRODUCTS SERVICES SOLUTIONS

5/23/2018

Dr. Micah Dyer
Superintendent
Cuero ISD
960 E. Broadway
Cuero, TX 77954

RE: Transformation Fund Implementation Grant

Dear Dr. Dyer:

On behalf of Education Service Center Region 3, I would like to extend an offer of support and collaboration as a School Transformation Partner with Cuero ISD. As your team develops and implements chosen strategies to improve student outcomes, ESC 3 is committed to providing the training and support as needed to create, ensure effective implementation and evaluation of your organization's transformation plan.

Sincerely,



Charlotte Baker
Executive Director